

Career Academy Integrated Unit Plan

Academy Name: AOF

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School: SCHS

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Integrated Unit Plan Title: Moby Dick

Courses to integrate: English III Honors and Financial Accounting

Grade Level: 11th

Timeline & Duration: One week

Unit Summary: Students will read pre-selected excerpts from *Moby Dick*. English III Honors students will participate teacher directed lecture and discussion, the purpose of which is to, at first, familiarize the students with Melville's use of symbolism in the work, and, ultimately, lead to a mastery of understanding and application of symbolism relating to the author's use of this particular literary device and its impact on the reader. In Accounting the students will read different excerpts of *Moby Dick* and will determine profits of ship's personnel. After reading they will analyze the passage and find 5 areas in which they could make money and create a spreadsheet to show cost breakdown and profit.

Overview of Activities/Lessons per Course

Course	English III Honors	Financial Accounting		
Activity/Lesson	Read selection; answer review and assess questions; discuss examples and uses of symbolism.	Students will read assigned passages and will first determine an estimate of profits paid to ship's personnel.		
Activity/Lesson	Write a literary analysis identifying symbolic instances and meanings.	Determine five (5) areas in which the harvesting of the whale can be used		

		industrially. Students will then create a spreadsheet delineating the cost/analysis breakdown and profit.		
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Lesson Instructions for _English III _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): L.A.A. 1.4.4, L.A.B. 1.4.1, 1.4.2, 1.4.3, L.A.D. 2.4.2, L.A.E. 1.4.2., 1.4.3., 1.4.5., 2.4.2., 2.4.3., 2.4.4., 2.4.5., 2.4.6., 2.4.7., 2.4.8				
Rigor & Relevance (quadrant): B, C				
Instructions to Teacher: Provide text to students; teacher directed lecture and discussion				
Instructions to Students: Read selection, answer Review and Assess questions at the end of the selection, take notes during teacher directed lecture and discussion,				
Instructions for Student Accommodations: Keep assignment instructions posted.				
Assessment for Activity: Students will write a comprehensive critical literary analysis delineating the uses of symbolism in the selection.				
Approximate Length of Time for Activity: One week				
Materials Needed: Text, notebook paper, pen or pencil, word processor				
Resources Needed: Same as materials needed				
Attachments: None				

Lesson Instructions for _Financial Accounting _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): 18.02, 19.01, 27.19, 28.01
Rigor & Relevance (quadrant): A, B, C
Instructions to Teacher: Hand out copies of the excerpts of Moby Dick, have students read passages out loud. From those passages students will estimate of profits paid to ship's personnel. Determine five (5) areas in which the harvesting of the whale can be used industrially. Students will then create a spreadsheet delineating the cost/analysis breakdown and profit.
Instructions to Students: Students will read then spend time in groups to determine what profits were paid to the ship's personnel, they will then determine 5 areas in which they made money from the whale and create a spreadsheet to show the items, cost breakdown and then profits.
Instructions for Student Accommodations: Group work and post of all instructions in classroom.
Assessment for Activity: Successful development of spreadsheet.
Approximate Length of Time for Activity: One class period
Materials Needed: Excerpts of the novel Moby Dick, computer lab.
Resources Needed:
Attachments:

Lesson Instructions for _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):
Rigor & Relevance (quadrant):
Instructions to Teacher:
Instructions to Students:

Instructions for Student Accommodations:
Assessment for Activity:
Approximate Length of Time for Activity:
Materials Needed:
Resources Needed:
Attachments:

Duplicate as needed.

Career Academy Integrated Unit Plan

Academy Name: AOF

School: _Spruce Creek High School

Integrated Unit Plan Title: Integrated Research Paper
Courses to integrate: Financial Accounting I and English III Honors
Grade Level: 11th
Timeline & Duration: Five (5) weeks

Unit Summary: Students will research and write an integrated research paper combining the facets of both business and English. The topic or subject will be "A successful corporation and/or a successful business/industrial magnate who has made a significant contribution to society." The paper will be written in accordance with MLA (Modern Language Association) format and will reflect proper organization, structure, syntax, spelling, and diction. Additionally, students will review income statements and balance sheets, research individual' or corporation's financials, analyze those statements and prepare these data as though they were presenting them to the board of directors of their chosen corporation.

Overview of Activities/Lessons per Course			
Course	English III Honors	Financial Accounting	
Activity/Lesson	Assign topic/subject; teach the research paper process; teach MLA (Modern Language Association) format; practice citations in MLA format; provide databases for students to research	Teach/Review Income Statement and Balance Sheet concepts, research financial statistics from company/individual, analyze and/or create income statement and balance sheets for your	

	the corporation's and/or individuals financial data.	company/individual and prepare the statements as if you were to present to the board of directors of the company.		
Activity/Lesson				

Lesson Instructions for English III Honors:

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards: L.A.A. 2.4.4, L.A.A. 2.4.8, L.A.B. 1.4.2				
Rigor & Relevance (quadrant): A, B, C				
Instructions to Teacher: Coordinate with Accounting I teacher to produce a list of relevant subjects/topics from which students will choose. Thoroughly teach the components of MLA format and researching data bases and other, relevant source material. Provide exercises that reinforce adhering to MLA format.				
Instructions to Students: Attend lecture and discussion sessions on MLA format instruction; study the handout "A Summary and Checklist for Research Papers." A minimum of five (5) sources are required. The paper should be between 5 to 7 pages in length, non-inclusive of the works cited page and any attachments.				
Instructions for Student Accommodations: Keep the assignment instructions posted in the classrooms.				
Assessment for Activity: Students will be graded on adherence to MLA format, organization and conventions (spelling, grammar, sentence variety and structure, syntax, and diction).				
Approximate Length of Time for Activity: Five (5) weeks				
Materials Needed: Handout--"A Summary and Checklist for Research Papers," notebook paper, pen or pencil.				
Resources Needed: A word processor and printer				

Attachments:

Lesson Instructions for _Financial Accounting_____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): 18.02, 19.01, 21.01, 21.02, 21.03, 24.01, 27.04, 27.05.
Rigor & Relevance (quadrant): A, B, C, D .
Instructions to Teacher: Teacher directed instruction/overview of Income Statements and Balance Sheets. Students will use computer accounting lab to do initial research once a week for the first two weeks, then the remaining time will be used to research the individual/company's financial statements. After research students will analyze and/or create an Income statement and Balance Sheet as if they were going to present to the board of directors of the company and be prepared to present their findings to the class.
Instructions to Students: Students will practice and review income statements and balance sheets, begin research and start paper. After research is complete prepare an income statement and balance sheet for your business/company. Once those have been prepared they will be presented to the class as if they were the board of directors
Instructions for Student Accommodations: Students will be able to use computers in classroom for research and all directions will be posted in classroom.
Assessment for Activity: Accounting teacher will grade the body of the research paper and the income statement and balance sheet.
Approximate Length of Time for Activity: 5 weeks
Materials Needed: Computer lab, century 21 accounting textbook.
Resources Needed:

Attachments:

Lesson Instructions for _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):
Rigor & Relevance (quadrant):
Instructions to Teacher:
Instructions to Students:
Instructions for Student Accommodations:
Assessment for Activity:
Approximate Length of Time for Activity:
Materials Needed:
Resources Needed:
Attachments:

Duplicate as needed.

Barry Nelson

~~Career Academy Integrated Unit Plan~~

Academy Name: AOF

School: Spruce Creek High School

Yes

Integrated Unit Plan Title: Ordeal by Cheque by Wuthier Crue
Courses to integrate: Accounting I and English III
Grade Level: 11th
Timeline & Duration: 4- 50 minute class periods

Unit Summary: Students will be introduced to check writing in Accounting. They will be given "Ordeal by Cheque" in their English class. They will then be assigned the task of analyzing the information, employ pre-writing strategies, and writing a story as related by the checks. Upon completion, stories will be collected and graded for organization, structure, grammar, spelling, syntax, and diction. Corrected papers will then be redistributed and reviewed in class. Students will then come to Accounting, break into groups and decide what Lawrence will need as a beginning balance in his checkbook and decide how many deposits must be made and how much each deposit will need to be in order for the ending balance to be a positive one. Students will then analyze each check and break them down into a Debit or Credit parts using T-accounts.

Overview of Activities/Lessons per Course			
Course	English III Honors	Accounting I	
Activity/Lesson	In groups students will read, analyze and write a story based on Ordeal by Cheque.	Introduce the check writing process.	
Activity/Lesson	Collect and review stories to ascertain whether students' individual levels of	Students will analyze checks and decide what starting balance Lawrence will need	

	proficiency regarding analysis of the text (the individual checks), organization, grammar, spelling, syntax, and diction. Redistribute stories to students with comments; analyze and correct errors in general lecture and discussion format.	and the amount and frequency of subsequent deposits, then break into debit and credit parts.		
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Lesson Instructions for English III Honors:

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): (L.A.A. 1.2.3, 1.3.2, 1.4.1, 1.4.2, 1.4.4, 2.4.2, 2.4.4, 2.4.6, L.A.C. 1.4.3)				
Rigor & Relevance (quadrant): English—B, C				
Instructions to Teacher: Teacher directed discussion regarding the exercise “Ordeal by Cheque,” delineating the parameters within which the assignment will develop and reach completion.				
Instructions to Students: Read through the checks. In groups (assigned by the teacher), utilize pre-writing strategies, including brainstorming, topic webbing, and story mapping, to develop a story as related by the checks. Each student will write his or own story and turn it in for review.				
Instructions for Student Accommodations: Keep the assignment instructions posted in the classrooms				
Assessment for Activity: Correct for organization, structure, syntax, grammar, spelling, diction				
Approximate Length of Time for Activity: Two days				
Materials Needed: Handout—“Ordeal by Cheque,” notebook paper, pen or pencil				

Resources Needed: none

Attachments: Handout—"Ordeal by Cheque"

Lesson Instructions for ___Accounting I___ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): 18.02, 27.13
Rigor & Relevance (quadrant): A, D

Instructions to Teacher: Day One: Teacher directed discussion on the check writing process and how to reconcile your bank statements. Day Three – In groups analyze checks and decide what starting balance Lawrence will need and the amount and frequency of subsequent deposits, then break into debit and credit parts.

Instructions to Students: Day One: Students will be involved in discussion with teacher on checks and checkbooks.

Day Three: Students will analyze checks and decide what is needed for a beginning balance in their checkbooks and how many deposits will need to be made in order to have a positive balance at the end of the assignment. They will then need to break each check into a debit or credit transaction and create T – accounts to show each check.

Instructions for Student Accommodations: Post instructions in class for all to see, student may also work in pairs.

Assessment for Activity: Day One: Completion of Application Problem 6-1. Day Three: Completion of assignment.

Approximate Length of Time for Activity: Two 50 minute class periods

Materials Needed: Century 21 Accounting textbooks, Handout "Ordeal by Cheque"

Resources Needed:

Attachments: Handout "Ordeal by Cheque"

Lesson Instructions for _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):
Rigor & Relevance (quadrant):
Instructions to Teacher:
Instructions to Students:
Instructions for Student Accommodations:
Assessment for Activity:
Approximate Length of Time for Activity:
Materials Needed:
Resources Needed:
Attachments:

Duplicate as needed.

Career Academy Integrated Unit Plan

Academy Name: _____

School: _____

Integrated Unit Plan Title:	Status/Prejudices/Tolerance of diverse populations
Courses to integrate:	English II and Financial Operations
Grade Level:	10th
Timeline & Duration:	3 rd 9 wks

Unit Summary:

Overview of Activities/Lessons per Course				
Course	English	Financial Operations		
Activity/Lesson	To Kill A Mockingbird (TKAM)	Global Trade & Working with diverse populations		
Activity/Lesson				

Lesson Instructions for English II (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.3, LA.A.2.4.8, LA.B.1.4.1, LA.B.1.4.2, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.D.1.4.1, LA.D.1.4.2, LA.D.1.4.3, LA.E.1.4.1, LA.E.1.4.2, LA.E.1.4.3, LA.E.1.4.4, LA.E.2.4.2, LA.E.2.4.5, LA.E.2.4.6, LA.E.2.4.7, LA.E.2.4.8.

Rigor & Relevance (quadrant):

Instructions to Teacher: Use visual of mockingbird and anticipation guide as pre-reading activity followed by teacher lead discussion. Provide students with appropriate photos and a Visual Literacy Guide. Teach vocabulary. Discuss background of author and influences on the setting, and appropriate literary terms. Teacher lead discussion will include activating student's prior knowledge of the south in the 1930's. Students will read the novel *To Kill A Mockingbird*. Provide graphic organizer identifying characters and character traits. Have students take notes on themes, motifs & symbols (prejudice, intolerance, status, courage, and justice). Project will include selecting which theme the students select to write about, search database for a quotation that the student agrees with, and write a paper interpreting the meaning of the quotation. (Hand-out will provide details of project requirements.)

Provide students with 2 to 3 questions per chapter. Final project will include groups of students identifying a meaningful scene, using hand-made props, and performance based on real world situations.

Instructions to Students:
Follow instructions of teacher.

Instructions for Student Accommodations:

Assessment for Activity:

Graphic Organizers and Worksheets, Essay , Exam, Participation

Approximate Length of Time for Activity:
3 to 6 weeks

Materials Needed:
Class set of TKAM

Resources Needed:
Interactive websites.

Lesson Instructions for Financial Operations (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): 55.0; 57.0
Rigor & Relevance (quadrant): D
Instructions to Teacher: Students will select a region of the country to research economic structure. They will work in partnerships. Criteria will be included in Instruction Sheet. Students will be asked to consider factors that may create prejudices in the economic structure of that region. They will also be asked to consider era and location of TKAM and the prejudices that existed then. Students will research regional historic novels for their report. After research students will complete a compare and contrast chart and will prepare a power point presentation for class. After regional economic research, students will select a foreign country to continue global trade unit and research.
Instructions to Students:
Instructions for Student Accommodations: Follow instructions of teacher
Assessment for Activity: Power Point Presentation
Approximate Length of Time for Activity: 5 – 6 hours
Materials Needed: Instruction Sheet for Regional Economic Research
Resources Needed: Internet computer lab
Attachments: Regional Economic Research Instruction Sheet; Comparison Chart

Lesson Instructions for _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):
Rigor & Relevance (quadrant):
Instructions to Teacher:
Instructions to Students:
Instructions for Student Accommodations:
Assessment for Activity:
Approximate Length of Time for Activity:
Materials Needed:
Resources Needed:
Attachments:

Duplicate as needed.